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ABSTRACT

The report reviews educational development in Indonesia. The Ministry of Education and Culture is continuing systematic attempts at educational reform in accordance with national objectives and reports that it has made significant improvement since the beginning of formal educational planning in 1969. Reasons given by the government for this progress include efficiency, frequent assessment of educational needs and programs, and pedagogical cooperation with other nations. In order to combat problems of widespread illiteracy, rapid population growth, and financial limitations, the Ministry is developing educational strategies. In an attempt to provide the most rational direction for education on all levels from primary through university, and including vocational, adult, and non-formal programs, the government has encouraged primary school building construction, teacher education, curriculum development, scholarships, mass media educational activities, and community education projects. Relevance of education to individual students, and compatability of educational objectives with Indonesian national culture and technological development are major problems to be solved before an educational infrastructure can be finalized. (Author/DB)

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EDUCATION AND CULTURE IN DEVELOPMENT

SP 010 297

MINISTRY OF EDUCATION AND CULTURE
REPUBLIC OF INDONESIA
1977

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MAIN PROBLEMS OF EDUCATION AND CULTURE
THEIR SOLUTIONS AND RESULTS

I. EXTENSION AND EQUITY OF LEARNING OPPORTUNITIES

A. Introduction

We have seen the facts and are aware that a great number of school age children (7 - 12 years) do not have the opportunity to enjoy education, and there are so many "drop outs" because of various reasons and certain factors, and how many adults are still illiterate. These facts become the common problem since Indonesia abides by the "Pancasila" (the five principles) state fundamental philosophy and the 1945 Constitution.
The "Pancasila" and the Constitution of 1945 demand to perform educational activities for all people so that they become intelligent and devoted, and therefore able to participate in the development of Indonesia and to build an adequate, just, and prospereous life.

Article 31 of the 1945 Constitution, stated that the Government is obliged to perform a national educational system, so that every citizen can enjoy and get proper education.

To overcome the problem of lack of learning opportunities for children, the Government has made several efforts through various activities,

- The establishment of Presidential Instruction based primary schools (Sekolah Dasar Inpres)
- Exemption of schoolfees
- Granting scholarships
- Teacher Education
- Primary Education Development Program (P3D)
- Educational Cultural Communication Technology (TKPK)
- Out-of School Education
- PAMONG Project

B. The Establishment of SD Inpres (Primary School) Buildings

To promote the increase of learning opportunities in Primary School the President of the Republic of Indonesia issued an instruction concerning a Programme of Assistance for the Building of Primary Schools (SD Inpres) which has been carried out in stages. At the first stage (in 1973) 6000 Primary School units were built each consisting of 3 classrooms and 1 teacher's room, and at the second stage (in 1974) another 6000 units were built as a continuation of the first stage, each school consisting of 3 classrooms. In 1975 and 1976 another 10.000 schools were built, also in two stages as done in 1973 and 1974. Thus, from 1973 to 1976 22.000 schools were built under the Programme of Assistance for the Building of Primary Schools with a total of 66,000 classrooms. These buildings are also provided with toilets, water pumps and school equipment.

LIST: ESTABLISHMENT OF NEW SD INPRES BUILDINGS AND REHABILITATION OF PUBLIC, PRIVATE SD BUILDINGS AND PRIVATE MADRASAH IBTIDAIYAH FROM 1973/1974 TO 1975/1976

Fiscal Year	Establishment of New SD Units	Rehab. of Pub./Priv. SD and Priv. Madr. Ibtid			
		Public SD Classes X 3	Private SD Classes X 3	Priv. Madr. Ibtid. Classes X 3	Total Rehabilitation Classes X 3
1973/1974	6.000	-	-	-	-
1974/1975	6.000	-	-	-	-
1975/1976	10.000	-	-	-	-
Total	22.000	-	-	-	-

In addition, at each stage teachers were appointed, books on main subjects and reading material library books provided. Provision was made also for the rehabilitation of private and public Primary Schools and for the existing Madrasah Ibtidaiyah, in 1975 for a total of 10.000 and in 1976 16.000 schools.

The objective of building these Primary Schools is to give more learning opportunities for the first grade children who had no chance to enroll in the exsisting schools, especially children in the villages and those of low-income families in the cities. Beside that it is also to meet the needs for Primary Schools in the transmigration project and in the border areas. After school - hours the classrooms can also be used for non-formal education.

The implementation of the Inpres clearly shows a decrease of the non-schooling gap. As we know the nett increase of primary school children in 1972 (before Inpres) was 1,9% while the growth of school age children was 3,3%.

Since the implementation of the SD Inpres the enrollment at Primary Schools increased to 7% a year or 3 million children. Therefore, if everything goes well, and unless there are sudden changes the enrollment rate of Primary School children at the end of REPELITA II (five year development plan) should reach the projected target of 85%.

C. Exemption from SPP (schoolfee)

To provide the most possible learning opportunities to school age children and especially to children of low-income families, a joint decree was issued by the Minister of Education and Culture, the Minister of Internal Affairs and the Minister of Finance number 0257/K/1974, number 221 - 1974 and number 1606/MK/1/11/1974 concerning the Regulation of Schoolfees (SPP), stating that the SPP is the only contribution justified for Schools and Higher Education.

The amount of SPP for Primary Schools is based on a suggestion by the Principal, fixed by the Bupati (District Head) or Walikota (Mayor) based on Considerations of the Head of Primary Schools, Kindergarten and Special School (school for handicapped children) Supervisor of the districts (kabupaten) or cities (kota madya). Schoolfees may be reduced and parents may be exempted from paying SPP. This is determined by the Bupati or Mayor.

For Higher Education exemption or reduction of SPP can be given on the suggestion of the Faculty Board and based on considerations of the Higher Education Senate or a similar body.

To give the widest opportunities to school-age children a new SPP regulation was issued, exempting children of Grade I, II and III from SPP payment. This regulations is valid in the 1977 school year.

With the exemption of SPP the government gives a subsidy equal to the amount of SPP funds. The use of this subsidy is arranged in a separate regulation.

D. Scholarships

To give equal opportunities to pupils and university students to enjoy education at public educational institutes including government service educational, and subsidized private higher education institutes with a status of at least "recognised" and to

SCHOLARSHIPS FROM MINISTRY OF EDUCATION AND CULTURE
FISCAL YEAR 1975/1976
THROUGHOUT INDONESIA

Year: 1975/1976

No	Type of School	Funds	Total	Total Rp.
1.	SD (grades V and VI)	4.000 - 5.000 (per month)	1.269	Rp. 5.116.000
2.	SMP (grades II and III)	6.500 - 7.500 (per month)	530	" 3.496.000
3.	SMEP (grades II and III)	6.500 - 7.500	81	" 528.500
4.	ST (grades II and III)	6.500 - 7.500	143	" 934.500
5.	SKKP (grades II and III)	6.500 - 7.500	28	" 185.000
6.	SMA (grades II and III)	9.000 - 10.000	271	" 2.375.000
7.	SMEA (grades II and III)	9.000 - 10.000	122	" 1.017.000
8.	STM (grades II and III)	9.000 - 10.000	96	" 870.000
9.	SKKA (grades II and III)	9.000 - 10.000	15	" 136.000
10.	SPG (grades II and III)	9.000 - 10.000	70	" 632.000
11.	SMOA (grades II and III)	9.000 - 10.000	12	" 109.000
12.	SPSA (grades II and III)	9.000 - --	2	" 18.000
13.	SPIK (grades II and III)	9.000 - 10.000	3	" 27.000
14.	Univ./Inst. (40) (grades II, III and V)	11.500 - 12.000	404	" 5.079.000
		Total	3.046	Rp. 20.523.000

SCHOLARSHIPS FROM MINISTRY OF EDUCATION AND CULTURE

FISCAL YEAR 1976/1977

THROUGHOUT INDONESIA

1976/1977

No	Type of School	Funds	Total	Total Rp.	Remarks
1.	SD (grades V and VI) (person/month)	4.000 - 5.000	3.274	Rp. 13.176.000	
2.	SMP (grades II and III)	6.500 - 7.500	1.206	" 7.918.000	
3.	SMEP (grades I, II, III)	6.500 - 7.500	218	" 1.431.000	
4.	ST (grades I, II, III)	6.500 - 7.500	316	" 2.074.000	
5.	SKKP (grades I, II, III)	6.500 - 7.500	75	" 493.500	
6.	SMA (grades I, II, III)	9.000 - 10.000	544	" 4.937.500	
7.	SMEA (grades I, II, III)	9.000 - 10.000	290	" 2.632.000	
8.	STM (grades I, II, III)	9.000 - 10.000	203	" 1.842.500	
9.	SKKA (grades I, II, III)	9.000 - 10.000	37	" 334.000	
10.	SPG (grades I, II, III)	9.000 - 10.000	188	" 1.706.000	
11.	SMOA (grades I, II, III)	9.000 - 10.000	16	" 146.000	
12.	SPSA (grades I, II, III)	9.000 - 10.000	7	" 63.500	
13.	SPIK (grades I, II, III)	9.000 - 10.000	7	" 63.500	
14.	SMP (Private Grade II)	6.500 - 7.500	250	" 1.647.000	
15.	SMA, STM, SKKA, SPG (Private grade II)	9.000 - 10.000	181	" 1.643.000	
16.	Univ./Inst./Higher Education OR/Academy (Public= 53)	11.500 - 15.000	925	" 11.691.500	
17.	Univ./Inst./Higher Education Private Kopertis Wilayah I s/d VII	14.000 - -- 14.000 - -- 15.000 - --	113	" 1.647.000	
		Total	7.850	Rp. 53.448.000	

give opportunities to outstanding students, whose parents are not able to pay their schoolfees, the Government provides scholarships (talent - scouting) especially to meet development needs (mission-oriented). The parents will thus be helped in the eduction of their children. Finally, this scholarship is also meant as a realization of educational democracy, i.e. that education is open for all citizens.

Till now scholarship grants have entered its third year. The number of grantees increases from year to year and the scope broadens.

Beginning the school-year of 1977, these scholarships are no longer limited to students who are generally talented, but are also given to those outstanding in sports and arts. Special sports achievements cover: gymnastics, swimming, and athletics, while arts include, karawitan (traditional)/music, painting and film. For the first stage scholarships for these special talents are limited to senior secondary school and university students.

E. Teacher Education

In 1973 there were 13.314.246 Primary School children. During the 5 years of REPELITA II period there should be an additional provision for at least 7.5 million. This increase brings about the following consequences:

1. More classrooms must be added through Inpres programmes No. 10/1973, No. 6/1974, No. 10/1975 and No. 3/1976.
2. More learning materials (supply of learning materials through the Book Package Project and SD Inpres) must be provided.
3. The number of teachers must be increased (SD Inpres). At the beginning of REPELITA II there were 425.000 teachers while at the end of REPELITA II 525.000 will be needed, which means a shortage of 100.000 primary school teachers.

This does not include the teachers who have to be replaced because they are retired, or died (the estimation is 4% annually or 89.000) which makes the total number of teachers needed 189.000.

This means that each year approximately 38.000 teachers have to be produced. The Public and Private teacher training schools can only produce 25.000 teachers annually so that each year there should be an additional number of 13.000 primary school teachers.

To reach this target the 204 existing teacher training schools should be given more facilities in terms of classrooms, teaching aids, curriculum, teachers and other equipment.

During REPELITA II plans are made to develop 66 Teacher Training Schools and 1 SGPLB (Handicapped Children Teacher Training School). These 66 Teacher Training Schools will become standard Teacher Training Schools consisting of 27 type A TTS, 20 type B TTS, 15 type C TTS and 4 type D TTS. According to the standardization type A TTS can accept 1400 students with an output of 408 graduates per year, type B can accept 960 students with an output of 272 graduates per year, type C can accept 480 students with an output of 136 graduates and type D can accept 248 students with an output of 68 graduates. Thus the 66 Teacher Training Schools can accept 65.192 students with an output of 18.768 graduates per year. Other public Teacher Training Schools (another 138) can accept 32.951 students with an output of 10.232 graduates.

The 204 Teacher Training Schools can accept 98.111 students with an output of 29.000 graduates. In addition the 202 Private Teacher Training Schools can hopefully produce 7000 graduates and the SGO 2000 graduates per year.

Development of Public Teacher
Training Schools During REPELITA II

Type	Number	Capacity	Out-put
A	27	37,800	11,016
B	20	19,200	5,440
C	15	7,200	2,040
D	4	992	272
A - D	66	65,192	18,768

TTS	Number	Capacity	Output/Year
New	66	65.160	18.780
Old	138	32.951	10.232
New/Old TTS	204	98.111	29.000

Until fiscal year 1976/1977 an addition of 15,161 m^2 of learning space has been carried in stages:

- 1974/1975 8 TTS, got an additional 1,864 m^2
- 1975/1976 13 TTS, got an additional 6,930 m^2
- 1976/1977 9 TTS, got an additional 6,367 m^2

All types of Teacher Training Schools were thus upgraded.

The table below shows the teachers appointed by the Government along with the establishment of SD Inpres schools:

APPOINTMENT OF INPRES TEACHERS
1973 - 1976

Year	Inpres Teachers	Religious Teachers
1973	18,000	-
1974	18,000	-
1975	30,000	-
1976	30,000	-
Total	96,000	-

As regards a teacher training curriculum relevant to that of the Primary Schools the Minister of Education and Culture issued Decree No. 185/V/76 on 21 July 1976 on its standardization, called TTS Curriculum 1975, covering:

- TTS Curriculum Book I, Book II and Book III;
- TTS for Special Schools Curriculum, Book I and Book II and
- TTS for Sports Curriculum, Book I and Book II.

To meet the need for learning material according to the demand of this curriculum the following activities have been carried out:

- 17 texts were written in 1974/1975 and 1975/1976 and 30 texts in 1976/1977.
- 16 texts were printed and distributed in 1974/1975 and 1975/1976, and 23 texts in 1976/1977.
- 7 texts habe been reprinted in 1976/1977.

The result was 318,250 copies in 1974/1975 and 1975/1976. For 1977/1978 another text will be written and distributed at 30.000 copies, each with an average of 180 pages per book.

The purpose of equal supply and provision of teachers is to meet the demand of each field of study at the Teacher Training Schools and to have an equal formetion of teachers where in one TTS there are too many teachers for one subject, and in another there are not enough teachers for the subject needed.

In 1976/1977 apart from the routine activities 75 teachers of Physics and Mathematics were supplied through project activities. In 1977/1978 another 250 will follow, consisting of 110 Mathematics teachers, 110 Skill teachers and 30 SGLB teachers in addition to the transfer of teachers from one school to another which has too many, and the appointment of new teachers according to the routine budget.

With the building and addition of new classrooms and other learning facilities and the secure placement of the student teachers the people's and student's enthusiasm to enrol at the SPG increase,

hopefully to the extent of fulfilling the need for Primary School teachers.

Along with the increase of classrooms and the building of new junior high schools (SMP) a gradual provision of junior high school teachers in stages is being implemented, i.e. in 1976/1977 through the New Style PGSLP 4000 teachers of Mathematics, Physics Bahasa Indonesia and English. In 1977/1978 another 6000 teachers will be produced for Skill Training.

It is hoped that in 1977/1978 and 1978/1979 2,300 Senior High School (SMA) teachers will graduate each year in Mathematics, Biology, Physics, Chemistry, Bahasa Indonesia, English and Skill Training.

To improve of the professional qualifications of teachers and supervisors as well as other technical staff, both as additional knowledge and skill and upgrading, 1,217 teachers and supervisors covering 9 disciplines were upgraded in 1974/1975 and 1975/1976. In 1976/1977 another 297 teachers and supervisors will be upgraded with the main stress on the implementation of the curriculum 1975.

The upgrading and provision of teachers mentioned above is a short-term program, whereas for the long-term programme a teacher training development program has been made with the theme to set up a consolidated and integral teacher training system in producing teachers who in number and quality meet the demands of educational development. The implementation of this programme will involve 15 Teacher Training Colleges (IKIP) and the Vocational section. In the first stage 40 experienced IKIP teachers will be needed to work full time with this programme.

The purpose of the new system of teacher training to be started in 1977, is that each new teacher will not only be able to carry the task mentioned above, but will have a high motivation to constantly improve his ability and knowledge as expected by the development of the educational system. Thus the current traditional upgrading programme can be reduced and replaced by the use of radio

and television as well as written materials, in the form of correspondence courses. It is worth noting that the success of using radio and television as well as other written media for the interest of the teacher, depends on the teacher's motivition. For this purpose the Regional Office Head acts as supervisor and counsellor to increase motivation. The supervision and counselling of personnel should be a means to increase motivation for the improvement of the quality of education.

F. Primary Education Development Project (P3D)

To improve the quality of education at public and private primary school level, including Madrasah Ibtidaiyah, the Government has established the Primary Education Development Programme in order to supply standard text books, and conduct upgrading for teachers who will use the books. This supply of books is done through a careful process of research. In this case the text book material is first tried out at national sample schools. Based on the output of this tryouts revisions are made until the book becomes a standard book.

So far revisions have been made of text books for Grade V on Social Sciences, Physics, Mathematics, and Bahasa Indonesia. The schools have adopted and used text books for grades I, II and III, while grade IV books are being distributed.

In the process of education, especially in Primary Schools, the ability and skill of teachers and supervisors have a great influence on the value and quality of education. Realizing the role of these teachers and supervisors the government since 1974 has through P3D carried out activities to the upgrading of ability and skill of teachers and supervisors in the provinces by way of mobile upgradings.

This system of upgrading was done by forming 120 mobile Upgrading Team (TPK) spread out to all provinces. The number of teams for each province varies according to the needs. Each team consists of 10 members or 2 members for each subject, covering

Education, Bahasa Indonesia, Mathematics, Social Sciences and Physics. Before the Mobil Upgrading Team carried out upgradings in the provinces the members were first given directions, training and skills in their respective fields at an upgrading held in the central government.

In 1974 upgrading for TPK members at central level started by upgrading TPK members in Education and Bahasa Indonesia while this was followed in 1975 by TPK members in Mathematics and Social Sciences. In 1976 TPK members in Physics were included also, so that beginning 1976 TPK can conduct upgrading of all subjects.

In addition to the supply of books and the upgrading of Primary School teachers P3D handled the distribution of text books in the above mentioned subjects.

G. Communication Technology for Education and Culture (TKPK)

Looking backwards, it was clear that since 1951 the Ministry of Education and Culture through the Office of Community Development had already carried out an Education Programme through Radio. It was particularly meant for student-veterans who joined the army to be able to participate in further education. Because of several constraints, this activity was discontinued.

In 1968, in the light of the preparation of the First Five Year Development Plan, the Department of Education and Culture with the assistance of UNESCO has identified the potency of radio and television to solve the problems and meet the educational needs. In 1972 an educational radio broadcasting experiment had been started in Central Java under the program of upgrading primary education teachers, and in the Special Province of Yogyakarta for teaching at Primary School with the assistance of UNESCO and UNICEF.

From the point of view of education itself, communication technology as a specialization in educational technology is an innovation in the field of education. As an innovation of TKPK

activities, it may face many obstacles and problems inherent in each innovation. This innovation in TKPK is not only an additional input, but an input that asks for adaptations and changes in other dimensions in the educational system. To help overcome these obstacles and problems, it is hoped that the entire apparature in educational field will always be open for reform and participation in line with its specific task. The more so, at the level of development, this innovation is not a miracle or a wonder medicine to cure educational difficulties, neither does it mean replacing teachers. Therefore, although we have an open mind, we should not expect too much of this innovation. Although this technology has proved effective in other countries we cannot simply import or take over this technology.

In order that TKPK activities will always be directed and coordinated, and to prevent possible wastage, the TKPK activities unit both in the Centre and in the provinces must be constantly supervised. The activities are divided into 5 Projects with 5 financial resources, i.e. Educational System Development, Primary Education Development, Youth and Sports Development, Higher Education Development and Physical Facilities Development of the Ministry of Education and Culture. Each project has a specific function, but has an integrated activity component.

The main functions of the Projects are:

a. Communication Technology Development Project (TKPK): to carry out research and development to integrate TKPK in the educational system.
b. Primary School Communication Technology (TKPD): to develop and support the upgrading of primary school teachers in the framework of P3D through radio broadcast with printing material and projection.
c. Out-of-school Communication Technology (TKPLS): to support Mass Education activities through a programme package of radio and TV broadcast and other mass media.

d. Activities of Educational Telecommunication at Tertiary Education at the Higher Education Institute Development.

The main components of these activities are:

1. Personnel Development

To prepare expert and skilled manpower to develop and carry out the development of a communication technology subsystem in the educational system and cultural development.

2. Conception and Infrastructure Development

To set up and establish principles for the implementation and institutionalization of development activities and the use of communication technology for education.

3. Prototype and Pilot Project Development

To supervise and carry out demonstration and pilot projects in educational and cultural media.

4. Development of Material and Programme

To prepare a mass media programme package to be disseminated widely.

5. Development of Means and Facilities

To provide guidance and equipment to support activities no 1 - 4 above.

RESULTS ACHIEVED

5 types of training have been implemented with 130 participants. These trainings included, radio, television, film and audiovisual training in general for both formal education and out-of-school education media. In addition to these trainings short and refreshing courses have been given to 630 participants.

The media packages produced are:

a. 16 16 mm films
b. 5 8 mm films

c. 16 slide series
d. 162 recordings
e. 118,000 Guide books and Radio Broadcast scripts
f. 30 transparencies

For reference and samples a media library has been developed. The collection includes:

a.	Film	94 titles
b.	Filmstrip and slide series	82 titles
c.	Audio recording	106
d.	Video recording	8
e.	Long-play records	81
f.	Graphs	40
g.	Printed media	495 titles

The TKPK Directive

The utilization of the TKPK system geared at expansion and dissemination of education is based on the following directives:

a. The activities must have their starting point from the existing educational and cultural policies.
b. The program must be developed from the analysis of needs and the educational and cultural development objectives by looking for solutions through mass communication technology.
c. Educational development should give first priority to equal opportunities/services of education and culture.
d. The increase and equal dissemination of educational quality should start from a strategic point, i.e. the teachers.
e. The educational media should minimally be proved effective in other countries though ideally they should be proved effective in Indonesia.

The types of activities likely to be carried out are given directives in the following order of priority.

a. Personnel development in various aspects of educational communication technology at the Higher Education level.

b. Develop program and educational communication technology curriculum at the Higher Education level.

c. Assist in the implementation and supervision of upgrading activities especially in P3D with radio and other media.

d. Support the out-of-school education and culture program by developing radio and television programs for life-long education.

e. Develop sample research projects of communication technology as an educational and cultural delivery system.

f. Support and expand upgrading of secondary school Teachers through TV and radio programs in the framework of activities of the Teachers Upgrading Office (BPG).

g. Develop teacher education programs through correspondence and radio and TV broadcast in line with SD Inpres.

While the components of activities needed to carry out the above activities include:

a. Development and supervision of skill in educational technology related to mass communication media.

b. Development of concept and institutionalisation will be done through study, publication and promotion in communication technology and increase of services towards other educational programs in line with existing capabilities.

c. Development of demonstration and pilot project to:

(1) support the upgrading of SD teachers under the P3D and KPG (the latter only in Irian Jaya) to be implemented in 9 provinces, i.e. West Kalimantan, Central Kalimantan, Central Sulawesi, Southeast Sulawesi, West Nusa Tenggara, East Nusa Tenggara, Maluku and Irian Jaya. Apart from that supervision of teachers in Central Java and the Special District of Yogyakarta as a seedbed area will still be carried out.

(2) support the Community Education program in the first stage and implemented in 8 provinces, i.e. West Java, Central Java, the Special District of Yogyakarta, East Java, West Kalimantan, South Sulawesi, Maluku and Irian Jaya.

d. Development of the material and program will be done among others by producing 154 television program packages in 1976/1977, 40 film program packages and 300 radio program packages.

e. Means and facilities will be provided, among others training material to be put at ITB, and production material, part of which will be put at IKIP Semarang and part of it in Jakarta.

H. Out-of-School Education

Apart from school-age children as well as adults who have not enjoyed education, there are also school drop outs ($56\ ^{2}/_{1000}$ SD students in the period 1972 - 1981), and the large number of graduates who are not qualified and unemployed.

On the other hand, the overflowing demand of science and technology urges man to adjust his activities, including his educational activities. This is an encouragement that strengthens the educational reform activities nowadays.

The school is considered an institute capable of carrying out part of this task, but the capacity of a school unit becomes very restricted compared to the size of the demands of technology and science. With the school providing only 15% of man's waking hours the child's absorption of science and technology will be very limited while the influence of the environment out of school can easily erase what they have just learned. As an example a person who has just been able to read and write can relapse into illiteracy when he has not used/practised his knowledge. The great number and strong attractions of the environment outside the family and school, forces man to go outside

the family and school, forces man to go outside more and more often. The role of a family as an educational institution has undergone big changes. This is also true in family circles. We see a greater susceptibility towards the environment outside the school and the family.

In this connection and because of the limited ability of the school and the great attraction out of school several ideas have recently emerged and become dominant (1) the idea of life-long education, (2) the idea to mobilize the entire human resources out-of-school to become a force or a learning resource, (3) the idea to focus on freedom and people's sovereignity to use his creative strength in the process of learning from each other to be and develop himself.

These ideas will eventually merge into one flow leading to the birth of a learning society, a life-time society, a community of learners.

The task of education changes from teaching and educating to creating a climate, opportunity and mutual learning nurturing life-time capacity and real desire for self initiated learning.

In the case of out of school education, where the target is the people with ever-changing needs, finding several ways to shorten the time of learning is a challenge which needs full attention.

Education does not only offer skills already known, but it should predict various new types of skill and at the same time find ways that can be mastered quickly by the student.

Education activities in the form of "crash courses" is an example towards this quick education movement. It is one requirement of education in a society that can create an instru-

ment that is faster than sound. And it does not seem impossible, though difficult enough.

Another problem is how to simplify the digestion and give meaning to the content of the teaching material which becomes more and more difficult and complicated. Apparently effected by sad findings in medical circles educators now start thinking of making education tablets and capsules in the form of education packages and modules.

With education tablets and modules people are expected to swallow and digest easier so that with a certain education dosage man becomes intelligent, skillful and develop the desired attitudes.

The variety of demonstration materials, samples, the great attention paid to what the child likes as a jumping board of education, and others are meant to absorb education easier and give meaning to it.

Several research activities have been, are and will continuously be organised to create this simple education. For the people of Indonesia who are still strongly influenced by the traditional process of learning, the search for easy education adjusted to the receptivity of the people, will be a never-ending activity.

Education activities should be in harmony with the development of the area. It should not just deposit the message of education at the central habitat of the population, but along the road passed by man. The experience of putting a product on the market should be practised in putting educational material on the market. We can see how business men use each place, each corner to become a source of influence on man so that he buys their product. Not one media is overlooked, or not used to implant a homo consumens attitude: newspapers, posters, radio, TV, transmitters, stationery, calendars, films, pictures and so on.

These media should be used by education so that people become learn-crazy.

To increase services to achieve this objective, the Government has conducted various courses, among others functional literacy campaigns, Basic Knowledge Courses (KPD), Community Library Cadres, Community Guidance. In addition, several upgradings of KPD teachers are held, Panti Karya Pembangunan, Panti Ketrampilan Wanita, and Courses and Trainings through the Community Education Training Center.

So that a self initiated learning community is created which is materialised in the formation of learning groups, the Government will publish reading materials classified as book package A because of their objectives, content and target. The objective of supplying and developing package A reading materials is to have educational material for the people or those who cannot read or write Latin characters, newly literates and dropouts of grades I, II and III of primary school.

With this package A they are expected to:

(1) Easily receive and understand other people's explanation and opinion, orally as well as in writing on the situations and happenings experienced in daily life.
(2) Be sensitive in facing situations and problems in family life, the community and the state and be responsible for the improvement of conditions and the development of the community.
(3) Be able to use their skill to produce and be productive to meet their daily needs.

I. The PAMONG Project

In the attempt to give as many children as possible a place in educational institutes with the limited resources available, and help the children who cannot finish school, the Government, in cooperation with INNOTECH (SEAMEO), has conducted researches

and experiments through a project called the Project of Instruction through Parents, Community and Teachers (IMPACT) or PAMONG at the sub-district Kebak Kramat, Solo. This experimental project has been completed in 1976. In 1974 and 1975 the try-out included children of Grades IV and V, and in 1976 also grade VI.

At the beginning of 1977 the PAMONG system was also applied to grades I to VI children, i.e. programmed instruction to grades I and II and modules to grades III to IV.

In 1977 this PAMONG experimentation system will be extended by try-outs in two provinces outside Java, i.e. Bali and Lampung. What has been achieved is among others that the implementation of the education system through this project may enlarge the seating capacity for students, apart from reducing funds, from the Government as well as the parents and the people themselves. If the teacher-student ratio is normally 1:50 maximally (at SD level), in this system the ratio of supervisor-student is 1:100.

II. IMPROVEMENT AND EQUALIZATION OF EDUCATIONAL QUALITY

A. Background

As explained in the Introducing Chapter the tendency to build up democracy and national development is a characteristic of the New Order principle. Likewise in the field of education and culture, among others, is the improvement of the quality of education and the dissemination of that quality of education all over the Republic of Indonesia in educational institutes in the city as well as in the villages. What is more, our educational system is still a colonial inheritance which has certainly no elements of development and democracy. Thus, there is no other choice for the New Order but to be able to improve the quality of education in the near future, so that graduates of educational institutes even in the villages can participate in development activities. Therefore, since 1966 a series of activities have been carried out to improve the quality of education in each educational institute and in all fields of study, type and level of education, and in all educational institutes throughout the country.

In this connection, various activities have been and will be carried out, among others on curriculum, book supply, upgrading of teachers, the role of private higher education, foreign relations. These activities will be discussed in the pages that follow.

B. Curriculum

Since PELITA I we have realised that education is part of the national development programme. In this connection, the Indonesian people demand a good product of education among others in capacity, attitude, and knowledge to such a level useful for national development. The facts are that graduates themselves as well as institutes that employ them are often not satisdied with their quality and ability. This means that the quality is not according to the demands of the people. This problem of

quality has therefore to be overcome. The low quality of graduates may be a consequence of the quality of the effective process of education which was not effective for the achievement of capacity quality, or may be caused by types of experiences and learning activities as well as education materials available for students which are not in accordance with or beyond the facts they will be facing in society after they have completed their study.

These facts are problems that need to be solved. Therefore, reform of education is essential so as to reach the targets of development. This education system must be in accordance with and supporting the development programmes, to be able to: (1) meet the people's needs; (2) guarantee the birth of graduates who can qualitatively meet the people's expectations; (3) the material as relevant to the world they will enter; and (4) all manpower, time, funds, facilities can be utilized optimally to achieve the educational objectives.

As a system, education is a unit of various elements interrelating and subject to the task put on that system. The curriculum as a component of the educational system must take this into consideration and this involves: students, educational objectives, and the environment.

The 1975 curriculum and 1976 curriculum currently used in schools are an attempt to apply the above principles. Because the new curriculum is geared to the educational objectives, all learning materials, learning and teaching activities have been selected, planned and organised in relation with the objectives to be achieved.

The structure of the curriculum programme is a schedule of macro learning and teaching activities to achieve educational objectives. The 1975 and 1976 curriculum show us that the learning hours in school per week are less than the learning hours of the 1968 curriculum and that the subjects given each week are

less than the 1968 curriculum. No subjects are given 1 lesson hour per week. In the 1975 curriculum, intelligence and skill management as well as attitude (behaviour) are formulated in the objectives. This curriculum knows various forms of educational objectives: (1) institutional objectives, or objectives which must be generally achieved by the whole school programme; (2) curricular objectives, which must be achieved by a programme of a certain field of study and (3) instructional objectives are objectives which can be achieved through an educational project matter program.

As a consequence of this new curriculum, we use the procedure of an instructional system development known under the name PPSI.

The learning materials involve: religion, language, mathematics, physics, social sciences, sports and health, skills and Pancasila moral education. Skill training is an integral part of the SD, SLP and SLA.

With the standardization of the 1975 curriculum books to be used must follow instructional objectives principles. The 1975 and 1976 curricula are much more specific than the 1968 curriculum as they formulate the objectives to be achieved for each activity what steps should be taken to achieve these objectives and what material should be given to the students to achieve these objectives.

The 1975 curriculum covers 9 fields of study: (1) Religion; (2) Pancasila Moral Education; (3) Bahasa Indonesia and English for Secondary Schools; (4) Social Sciences; (5) Physics; (6) Mathematics; (7) Skill Training; (8) Arts; (9) Sports and Health.

C. <u>The Book Project</u>

The schools in Indonesia in general do not have good text books yet. There is hardly any reading material. The number of handbooks for students and teachers are generally not sufficient,

there is a variety of types, the content is no longer up to date. The variety of types of books used in schools is because the choice of and decision on the books is left to the teachers who teach from the books. Also there is an inadequate number of books so that they become expensive and beyond the reach of most of the parents.

The Ministry of Education and Culture is of the opinion that such a situation must be overcome and improved and thus the book package project came into being. Its purpose is to improve the quality of education by making available text books and teacher's handbooks, healthy reading material, and teaching aids relevant to the present curriculum. Two kinds of targets are needed to achieve the objective of improving the quality of education, i.e. the short term and the long term targets.

The short term: while waiting for the result of research and tryout being carried out, the teaching materials must be complemented with a supply of good text books on: Bahasa Indonesia, Mathematics (arithmetic), Physics (IPA) and Social Sciences (IPS). These books are used as standard books. Since REPELITA I and II 123,647,800 SD books, 20,300,895 SLTP and 2,609,411 SLTA books were produced.

The 1976/1977 budget has made it possible to print 29,170,000 grades I - IV text books for Primary Schools including teacher's guides.

At present grade V primary school text books revisions are being carried out and Grade VI text books are being tried out.

The long term:

a. Change curriculum and teaching methods in school.
b. Improve the number and quality of teaching materials.
c. Improve the ability and capacity of the teachers.
d. Reduce failures and increase seating capacity.

D. Upgrading of Teachers

Improvement of quality of education must start from the education of teaching staff selected according to ability, talent and dedication so that they can develop the ability of their students.

To improve the ability and skill of the teachers upgradings must be held in the provinces as well as in the capital city. There are at present 120 mobile upgrading teams spread over all the provinces. The upgrading include skill training in accordance with the teacher's field: Mathematics, IPS, IPA, Vocational Knowledge, Arts, Sport and Language.

Since PELITA I until the 3rd year of PELITA II 299,388 SD teachers have been upgraded.

Since REPELITA I until the 4th year of REPELITA II, 368,450 primary education staff have been upgraded. They are school Inspectors, Principals, Teachers including Ibtidaiyah and for 3 years, i.e. 1974, 1975 and 1976 through REPELITA II upgradings (SLU) included: 343 General Secondary School Teachers (SMP/SMA) (350 SLU Supervisors), 671 SMP Principals, 420 SMA/SMPP Heads, 576 SMP Teachers, and 1793 SMA Teachers. In addition 400 medical doctors will be produced.

E. The Role of Private Higher Education

In the document on Basic Policies of the Development of Higher Education and the Implementation of Basic Policies of the Development of Higher Education several matters concerning Private Higher Education and its development have been mentioned:

a. Bearing in mind that the demand for higher education is continuously increasing, participation of the private sector in higher education is necessary. This participation is based on a joint regulation by the Government and Private Sector and is directed towards the establishment of a National Higher Education system.

b. The overall establishment and development of a Higher Education system in Indonesia which involves Public and Private Higher Education must be directed and carried out in a pattern of supervision.

c. Supervision is necessary to improve the system and management at Private Higher Education. This policy is supported with a budget allocation which must be based in accordance with the role and participation of Private Higher Education in the National Higher Education system. The allocation is in terms of various assistance programmes with the purpose that before long Private Higher Education Institutes with adequate potential can develop independently.

d. The big problem now faced by Private Higher Education must basically be solved by the institutes concerned. The assistance programme which supports the activities provided by the Government bearing in mind the financial limitations and limitations of other resources, must be planned and directed well so as to make maximum use of it.

Private Higher Education supervision involves assistance, guidance and counselling. Assistance is given in terms of support of whatever is needed to organize higher education to enable Private Higher Education to develop further. Guidance means directives and support of activities of organisation toward an efficient Private Higher Education. Support is the attempt to get feedback, give constant monitoring and evaluation to maintain the efficient existence of Private Higher Education in relation to the decision of the Government.

Thus, the first steps of supervision are human approach accompained by initial activities towards supervision of attitude, horizontally as well as vertically to help solve problems.

Furthermore, technical supervision should be started through the implementation of assistance programmes, especially for activities considered crucial through approaches of regulations and publicity.

The successful supervision of such approaches will strongly effect further supervisions. For this purpose proper plans are needed.

To be able to carry out supervision of private higher education effectively and efficiently, Private Higher Education should have a good administration and basic principles.

To be able to regulate the 3 big components, several steps must be taken:

1. Make an inventory on the situation of Private Higher Education throughout Indonesia to collect data and information needed for supervision and development.
2. Make human and technical approaches.
3. Improve private higher education supervision institutes.
4. Make and improve regulations to supervise and develop private higher education.

There are at present 333 Private Higher Education Institutes:

1. Kopertis Wilayah I (Regional Coordinator for Private Higher Education) comprising Special District of Aceh, North Sumatra, West Sumatra, and Riau: 30
2. Kopertis Wilayah II comprising DKI Jaya (Special Capital Territory) Jambi, South Sumatra, Lampung, Bengkulu, and West Kalimantan: 77
3. Kopertis Wilayah III comprising the Province of West Jawa: 52
4. Kopertis Wilayah IV in the Special District of Yogyakarta: 26
5. Kopertis Wilayah V comprising the Province of Central Jawa: 41
6. Kopertis Wilayah VI comprising the Province of East Jawa, Bali, West Nusatenggara, East Nusatenggara, East Kalimantan, Central Kalimantan and South Kalimantan: 54
7. Kopertis Wilayah VII comprising the Province of South Sulawesi, the Province of Southeast Sulawesi, the Province of Central Sulawesi, the Province of North Sulawesi, Maluku and Irian Jaya: 53

F. Foreign Relations

To improve the quality of education several foreign relations have been initiated among others with:

1. United States

a. Technical assistance, fellowships as well as experts. This assistance is given through USAID and USIS/ Fullbright.

b. Under the MUCIA program scholarships were given to the teaching staff of various Universities/Institutes in the field of agriculture, cattlebreeding, fishery, forestry, veterinary, agriculture mechanisation technology to achieve an MSc or PhD degree.

c. USIS scholarships are given to teaching staff in the field of social sciences and humanities for an average of 1 year with possible extension. This scholarship is provided by Fullbright, among others in the fields of socio-politics, linguistics, education, history, anthropology, sociology, English and public administration.

d. USIS also gives scholarships through East West Center and this scholarship is usually in social sciences, at the University of Hawaii only.

e. The Agriculture Development Council in sociology, agriculture, economics and magistrate.

f. Asia Foundation in library science, anthropology, education and law.

g. Ford Foundation in economics, education linguistics, computer.

h. Rockefeller Foundation gives scholarships in various fields.

i. Assistance given through other Universities/Institutes, like: The Population Council, Forest Hospital USA, George Town University, University of Hawaii, Harvard University, The JDR 3rd Foundation, International Association of Universities, Volunteer in Asia, Inc. (VIA).

2. Australia

In the framework of cooperation between the Government of Australia and the Government of Indonesia, the Ministry of Education and Culture has received assistance in terms of scholarships and experts through:

2.1. AAUCS
2.2. IULS
2.3. BP3K
2.4. General
2.5. Australian Volunteer Abroad (AVA)

The five programmes are carried out under the Colombo Plan/Government of Australia.

3. Netherlands

In the framework of cooperation between the Government of the Netherlands and the Government of Indonesia, the Netherlands is one of the countries that has given considerable assistance to Indonesia especially in education and culture. The assistance given is in terms of technical assistance and cofinancing.

4. Belgium

In the framework of cooperation between the Government of Indonesia and Belgium, the Government of Belgium has given assistance in terms of scholarships, equipment, and experts, assistance for the laboratory of the Bandung Technical Institute, and for the preservation of Candi Borobudur.

5. Great Britain

In the framework of technical cooperation between the British Government and Indonesia, the Ministry of Education and Culture has received assistance in terms of: Colombo Plan/British Government, the British Council/The British Government, cooperation between Universities and Voluntary Service Overseas. (VSO).

6. West-Germany

In the framework of technical assistance through DAAD (Deutscher Acedemischer Austeusdienst) the Government of West Germany each year provides scholarships in medical, agricultural, cultural and technical fields, to an average of 12 scholarships. In addition the government of West Germany has also provided experts to develop technical projects with a number of Universities/Institutes in Indonesia.

7. Japan

In the framework of cooperation with Japan the Ministry of Education and Culture has received scholarships and experts through the Colombo Plan/Japanese Government: Monbusho, the Government of Japan, and Japan Foundation.

8. New Zealand

In the framework of cooperation between the Government of New Zealand and the Government of Indonesia, the Ministry of Education and Culture has received assistance in terms of scholarships and experts through Colombo Plan/Government of New Zealand.

9. France

The activities in cooperation with France are based on the Agreed Minutes signed in Jakarta on 6 March 1974, covering: agreement between Universities, upgrading of SMA teachers of French, and pedagogical assistance, French courses, broadcasts in French through TVRI and radio once every fortnight organised by the Faculty of Letters, French Section of IKIP Jakarta, 2 scholarships to the staff of the preservation of Candi Borobudur project to study in France in Archeology, and one scholarship to a staff member of the Directorate General of Out-of-School and Sport (in Sports).

III. RELEVANCE OF EDUCATION

A. Introduction

Before REPELITA I and II it is felt that the output of education is no longer relevant to the demand of the people, either qualitatively or quantitatively. Graduates of the educational institutes cannot find a job and follow the development being implemented amidst the people. In particular, during the Old Order Government many experts returned to their countries due to the political and economical situation. With their departure and the beginning of PELITA the need for experts for development increased, while the higher education graduates do not meet these needs for experts relevant to the demands of development.

To meet the needs of the people according to the development of science and modern technology and in line with the Broad Outlines of the State's Policy where the system of education must be adjusted to the needs of development, improvement and reform in the system of education in Indonesia is necessary.

Educational relevance is expected to achieve:

a. Relevance in the child's emotional, intellectual and social development.
b. Relevance in development, and
c. Relevance to the rapid development and growth of science and technology.

In addition relevance also means to recognize and read facts of education to be compiled afterwards according to objectives and capabilities. The facts we see now are that:

a. The people's aspiration for education is increasing. Education needs to read this aspiration, to weigh and decide which should be given low and which high priority.

b. Not all graduates can continue or placed in higher education schools.

c. There are repeaters.

d. The type of knowledge and skills taught are not relevant to the knowledge and skills necessary to meet the demands of development. Briefly, the educational system nowadays is no longer relevant to the demands of development since it is indeed not designed for the Indonesian development man.

The activities or problems must soon be overcome among other by changing the system of education. These activities are done through the Development School Pilot Projects in 8 IKIPs in Indonesia. In addition in the near future the curriculum has been improved with the 1975 Curriculum for SLP and 1976 Curriculum for SLA. While at higher education level a 4 year degree program is being experimented at IPB, ITB and Gadjah Mada University. These activities are carried out so that the output of educational institutes is really relevant to the people's needs.

Modern techniques are also applied in educational administration and management (especially educational planning) as systems analysis in addition to activities that meet the needs of educational infrastructure and means.

B. Relevance in the Field of Vocational Training

Relevance in vocational training is meant to supply skilled manpower, trained and educated at intermediate level to meet the requirements of occupations needed in commercial industry and services or in their own companies.

Therefore, in the era of national development, educational improvement and development will be carried out as follows:

1. Improve quality and relevance of vocational education in accordance with its field and function to produce manpower in technical, industrial, commercial and servicing needs.

2. Improve working opportunities for the young generation, by providing with them skills, knowledge and proper attitude in relation to the development needs.

3. Search and determine a vocational education system which is more effective and efficient, including the improvement of its supporting factors, i.e. curriculum, teachers, books and physical facilities.

4. The Junior Vocational and Technical Secondary Schools will be integrated in the SMP and will become the improved SMP.

5. The Senior Home Economics Secondary School (SKAA) has been and will be improved to become the Senior Secondary Technical School for Home Economics (SMTK), so that job opportunities in industry will be open for SMTK graduates,

6. The improvement of the Senior Secondary School of Economics (SMEA) through 100 Control SMEAs all over Indonesia.

7. In addition to 8 Development Secondary Technical Schools (STM) and 5 Technical Education Training Centers, 4 Agricultural Technical Schools were established in 1976 at village technology.

In this connection the Development STM (4 years) is directed to produce industrial technicians, while another 80 STMs (3 years) will be developed. The STM-PLPT, i.e. an STM with practical training at the Technical Education Training Center will be directed towards producing technicians.

Because technical and vocational education are expensive the development and mprovement are done in stages. The development of SKKA into an SMTK is temporarily limited to industrial development places like Medan, Jakarta, Surabaya and Ujung Pandang, and for tourist centers, for instance Yogyakarta and Denpasar.

The activities implemented at the end of PELITA I are:

1. Exploration of relevance to the commercial world through various activities like seminars and other activities which' increase participation of the commercial world in education so as to influence vocational education relevance for development needs.

2. For relevance in education the following activities have been implemented:

   a. Improvement and adjustment of the curriculum for Development SMP, Agricultural STM, STM-PLPT, Control SMEA, SMEA, SKKA, SPSA and SPIK.

   b. Technology and vocational teachers have been increased, and quality and quantity, especially in practice and industry experience, have been improved through upgrading.

   c. In the opening of public vocational schools the aspects involving manpower for the commerical and development world have been seriously taken into consideration.

   d. In the framework of effectivity and efficiency of vocational education the two-foldobjective of the old curriculum of vocational schools (to prepare the children for the labour market and for higher education is abolished, so that STM graduates for instance should not continue to Higher Education).

Eventually it is hoped that at the end of PELITA II the targets below can be achieved.

Results of Vocational Schools to Be Achieved
At the End of PELITA II

Type of School	Kind of Graduates	Number of Graduates
1. STM	Technicians	22,500
2. Development STM	Industrial Technicians	1,600
3. Feeder SMEA	Middle Level Administrators	8,400
	Lower Level Administrators	22,500
4. SMTK	Domestic Science Technicians	750
	Domestic Science Teachers	12,000
5. SMPS	Social Workers	750
6. SMIK	Home Industry Technicians	150
7. Art Schools	Art Supervisors	600

C. Research and People's Services

The field of research and people's services include Educational activities useful for the people, among others: research in various fields; educational guidance, agriculture and student services.

A lot of research has been made at higher education level. Nevertheless its supervision must be increased and constraints are still to overcome to promote development of research activities at tertiary education. Tertiary education is supposed to organize research projects designed mainly to give education, training and experience to candidate specialists and specialists to foster their awareness in scientific thinking as the basis to develop interest in scientific research in Indonesia. The target of research supervision in tertiary education is towards: (1) improvement of the ability of the civitas academica to carry out research , (2) increase science and technology in Indonesia, especially at tertiary education, and (3) to help the Government find and solve the problems of both national and regional development.

In the attempt to direct activities at tertiary level while trying to reach the supervision target, it is necessary to create a situation and measurement which guarantee the achievement of the desired supervision. For this purpose supervision is carried out by teachers and students, in addition to the means and facilities with the hope that the research supervision at tertiary education will be achieved so as to produce graduates who can do research on their own, useful for development.

So that the higher education level can carry out its task as an institute that produce qualified researchers, research specialists are essential.

Because this is felt as a great lack, the program of increasing research ability of teachers gets first priority. In the implementation of this program the Directorate of Research

Supervision and People's Services assisted by the Committee for Research Evaluation tries to:

1. Give a recommendation of research policy to the Directorate General of Higher Education, in this case the Directorate of Research Supervision and People's Services.
2. Carry out evaluation on research directly financed by the Directorate General of Higher Education, in this case the Directorate of Research Development and Dedication to the Society.
3. Supervise the improvement of the quality of research.

The mechanism which guarantees information activities and research results at the Higher Education is (1) Research Agenda; (2) Research Directory; (3) Dissemination of "Lists of Research Subjects"; (4) Translations into English of good results; (5) Scientific meetings organised by higher education or professional organisations sponsored by the Directorate General of Higher Education, in this case the Directorate and (6) Cooperation with the documentation and information centers in the country and overseas.

As for the Student Services (KKN) as intra-curricular activities, these are done by putting students of one level of study in interdisciplinary science groups in the provinces that cover a certain number of villages for a certain period of time, say 6 months. The students are previously prepared in various skills, so that in their own field of study, they are also able to help solve problems faced by the villages as a whole, under the coordination of a guidance lecturer. The students taking part in the student services can help the youngsters to develop village potentials towards a self-supporting village community. Thus the student services can become an effective and efficient means of out-of-school education. These student services started during REPELITA I and has been extended and developed in REPELITA II to comprise student services for all universities,

both public and private.

The above analysis implies that KKN is one form of serving the community mainly done by students under the supervision and guidance of the Universities/Institutes and Provincial Government, carried out interdisciplinary and intracurricularly.

The objectives of KKN are:

1. So that the Universities/Institutes produce graduates who carry on development and have a better understanding of the very complex problems faced by the society in development, and learn overcome those problems in a pragmatic and interdisciplinary way.
2. To bring the Universities/Institutes closer to the people and make higher education more relevant to the demands of development.
3. To help the Government speed up development and prepare development cadres in the villages.

Participants of KKN Program
1973 - 1977

Year	No. of Universities	No. of Students
1973/1974	13	410
1974/1975	15	1200
1975/1976	29	3000
1976/1977	40	5000

Beginning 1976 KKN has officially become an intracurricular activity for graduate students, so that each year 23,000 students are expected to participate in the KKN programme.

D. Learning Centers

In the Broad Outlines of the State's Policy and in REPELITA II is said that the implementation of education is not limited to schools only, but is also done out-of-school, in the society, in the family, and lasts life long (life long education). This means that the function, role, nature and responsibility of education as a means of human resources development can be increased. Furthermore, REPELITA II also stipulates that extension of job opportunities is an important target for development. To fill the available jobs are required manpower, skill and ability relevant to the development needs. Therefore, the extension of job opportunities and supervision of educational system relevant to development needs or able to produce manpower for development must be done simultaneously and properly. Conform with the principles of life long education, the in as well as out-of-school education should be directed towards the achievement of a learning society.

Apart from what has been stated earlier, life long education and education that develops the potentialities of man, are not mainly the function of schools. In many aspects schools cannot fully prepare students for life.

In out-of-school education, especially community education, the participation of the society is essential, and in most cases there is no need to create new institutions. The existing institutions should be given priority to be considered as learning resources. In other words, in guiding potentialities, manpower forms a strong force in development. The community education unit is to develop out-of-school education through an approach that is based on the convergence of learning needs and learning resources in the society into one learning system called Learning Centers.

Along with recent development of technology, the Center of Community Education Training will be replaced by the Learning Centers for development and guidance of learning activities in

its area. It is expected that by the end of the Second Five Year Development Plan each district will have a Learning Center. So doing this Center will become an education pattern within the out-of-school education system, that bases its program on the needs of the participants and utilization of learning resources in the society. All this is within the framework of developing the potentialities of the individual or group conform with the objectives of education and development.

By grouping learning needs together with relevant learning resources and along with the organization of learning groups, a learning system has emerged in the society with the following components: learning needs, learning resources, program of learning activities, learning groups and counsellors of learning activities.

The establishment of, and guidance of study, within a Learning Center aim at the following:

a. To build a more stable attitude and to improve the knowledge and skills of the members of society to make them more functional in the development process through education or training in, for instance, health education, nutrition, cooperatives, sewing, carpentry and radio techniques.

b. To improve capabilities of individuals as members of a society in adapting themselves to changes in their environment.

c. To improve the quality of life of the society towards a learning society.

Through these Learning Centers the following can be taken care of in several stages.

1. The relatively great number of illiterates (40% or 32 out of 80 million people of 10 years old and beyond).

2. The number of school age children that are not accommodated in primary schools (7.8 millions), and that of primary school drop-outs (4.5 millions). Many of them become illiterates again.

3. The young graduates from certain schools who are not able yet to function more effectively in the development.

4. The adults who need specific additional knowledge or skills, be it to improve quality life or to increase income.

5. The traditional attitude of around 80% of the population who live in the rural areas, that hampers the societal development in general. This should be gradually changed into a dynamic attitude and they should improve their knowledge or skills.

Referring to people in the rural areas in particular, it must be noted that they live a homogeneous life and have access to adequate natural and human resources, and institutional facilities. From the administrative point of view, the village is the lowest administrative unit with institutions to regulate their lives. Therefore, it is a just place to develop the study groups of the Learning Centers.

A cooperation with World Education, New York, was reached in mid 1975 to experiment practical work in Learning Centers in:

a. Jakarta - literacy courses for non-school going children of 7 - 14 years old.

b. Lembang - demography education through educational broadcasting in the form of lectures, plays and discussions.

c. Gudo - Jombang - Center of Skills Activities involving basket weaving, and sewing of women clothes.

d. Jabrowang - Jombang - domestic science dealing with skills in sewing woman clothes and cooking.

e. Bungoro - South Sulawesi - training in preservation of food.

Other supporting activities are also carried out, such as running libraries, publishing bulletins and conducting lectures.

IV. EFFECTIVENESS AND EFFICIENCY OF EDUCATION AND CULTURE

A. Introduction

Effectiveness refers to how plans in education and culture can be accurately implemented, whereas efficiency refers to gaining maximum results with a minimum of capital (manpower, equipment, funds and time).

Therefore, to achieve effective and efficient results a management system is required that really applies administration and modern management techniques, including techniques such as Management Information System, and Management By Objectives. Those techniques are used especially in planning and in personnel management. For this a good leadership is indispensible that forms the key aspect in administration and management.

At present our management system does not yet reach the level we all expect. This is due to our weak administration and management system and to our inefficient functionaries.

Based on such a state, the new Government has made efforts to overcome those problems. This means, that utilization of every available resource that is related to manpower, funds and equipment should be carefully planned, regulated, directed and supervised to secure effective and efficient accomplishment of the determined objectives.

B. Planning

Systematic, directed planning activities within the Ministry of Education and Culture is relatively new. It started in 1969. Though adequate planning capabilities have been accomplished, the following are still deemed necessary: to have an efficient overall planning system to overcome the shortage of able planners especially in the regions, and to improve the management information system for better planning.

Activities that are already carried out in the framework of efficiency in planning system for development are the following:

1. Revisions of directions related to planning procedures after consultation with interested parties.

2. Establishment of planning divisions within the Regional Office of Education and Culture. It is expected that these divisions will function well.

   One of their functions is serving as counterparts of BAPPENAS (National Development Planning Agency). They are expected to do the planning of education and culture in the provinces.

3. The embarkation on computerized monitoring by the Ministry of Education and Culture apart from the existing reporting system. So doing it is expected that information on the implementation of activities or projects can be compiled for decision making in planning.

4. Based on the Decision of the Minister of Education and Culture no. 079/0 of 1975, regarding the organization and flow of activities of the Ministry of Education and Culture, the formulation of development project proposals is the responsibility of the Bureau of Planning whereas their implementation is the responsibility of the Bureau of Finance.

5. The accomplishment of finishing the recurrent budget of around 12,000 work units within the Ministry of Education and Culture. The preparation, collection and scrutinizing of the recurrent budgets can be done in due time, due to a well-planned or well-budgeted time frame.

6. Activities dealing with status estimates, research, collection, processing and comparison of data have been carried out as they are necessary for planning.

C. Organization

The organization of the Ministry of Education and Culture as a structure of division of labor and that of inter-relationships is determined by Presidential Decree nos. 44 and 45 of 1974, and the Decision of the Minister of Education and Culture no. 079/0 of 1975.

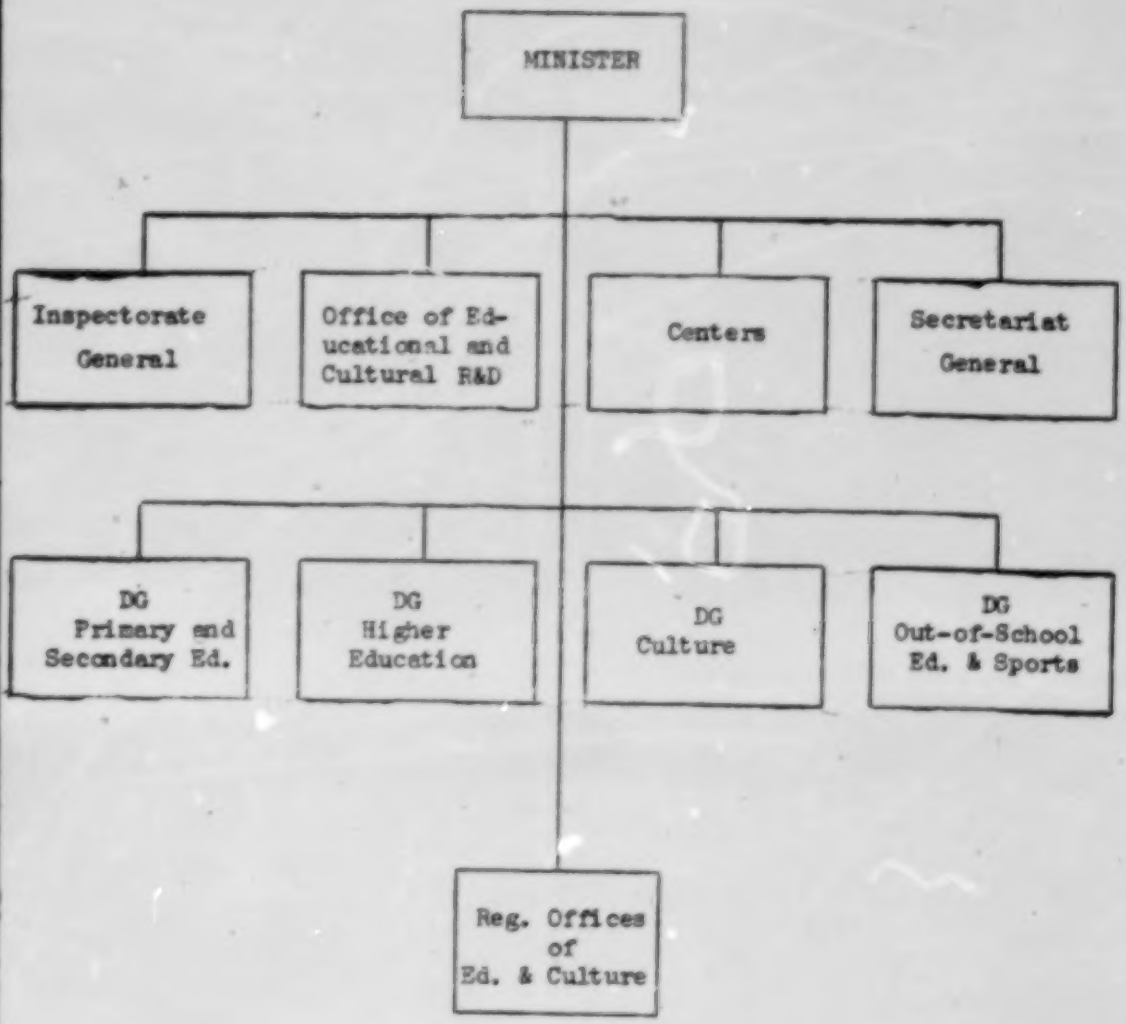
Both decisions mention 3 offices next to the minister, i.e. the Secretariat General assisting the minister, the Directorates General as executing agencies and the Inspectorate General as the Inspection unit. Apart from the 3 offices there are other units and centers as special executing agencies. Because of their nature, they do not come under the 3 offices mentioned previously.

The Ministry of Education and Culture consists of:

1. The Minister
2. Secretariat General
3. Inspectorate General
4. Directorate General, Primary and Secondary Education
5. Directorate General, Higher Education
6. Directorate General, Out-of-School Education and Sports
7. Directorate General, Culture
8. Office of Educational and Cultural Research and Development
9. Centers:
   (a) Center of Education and Training
   (b) Center of Library Development
   (c) Center of Physical Health and Recreation
   (d) Center of Language Guidance and Development
   (e) Center of Archeological Research and National Heritage
   (f) Center of Historical and Cultural Research
10. Regional Offices of Education and Culture in the provinces. There are also Offices of Education and Culture in the districts, municipalities and sub-districts.

The new structure mirrors an effective unity of command, which is one of the main criteria in any good organization. Unity of command will guarantee a unity of activities within the sphere of implementation of tasks and functions of each working unit. The new organization is expected to make things work more effectively and efficiently considering that principles of modern management are clearly found in it. The element of supervision is also crucial in the evaluation of implemented activities and for feedback purposes which are necessary for future planning.

Organigram of the Ministry of Education and Culture



D. Manpower

In the present national development, manpower plays an important role in its implementation. The personnel must have adequate expertise and they should be able to adapt to all development and changes. Office holders should inspire and encourage in all stages of development and change, and able to implement the principles of development administration and management.

Every official is expected to take an active part in development once he is given the guidance and recognition that are proper to his job placement and career. Therefore, through this system of guidance, government officials will not only be faithful to Pancasila, the 1945 constitutions and the Government, but they will also become officials who are mentally healthy, productive, useful, qualified and responsible, as elements of the state apparatus and as public servants.

In the framework of improving the guidance of manpower for all work units within the Ministry of Education and Culture, the following have been done:

1. Steps in wider implementation covering various fields through development programs for both teachers and administrators. In a limited sense officials have been selected for training in specific fields, both in-country and abroad. These fields cover planning, research, evaluation and management.

   To overcome the shortage of junior secondary school teachers, a special program is launched through improved PGSLPs (institutions preparing junior secondary school teachers). For office holders and prospective heads of offices, courses and in-service training are provided by the Center of Education and Training. Officials in the central office as well as in the regions are covered by this.

2. A study on career development has been conducted.

3. Preparation for computer use in data and information processing. This is to support processing of personnel affairs.

4. Delegation of authority to the Regional Office of Education and Culture with regard to nominations of officials of certain categories.

5. A tour of duty of officials has been done in the framework of equal spreading of heads of offices.

6. In-service training are continuously held to increase the expertise of administrators, teachers and heads of offices.

7. Distribution of reference and guide books dealing with regulations of personnel as one information package.

8. To simplify personnel administration the following directives are issued:

   a. The responsibility of office heads should be directed towards active guidance based on Basic Law no. 8 of 1974, regarding Personnel Affairs.

   b. Officials should be encouraged to increase their efforts to strive at practicability, effectiveness and efficiency in their work.

   c. A comprehensive book on personnel affairs should be published. This book is to provide complete data of personnel.

E. Educational Finance

Since 1973 a portion of the Planning, Programming, and Budgeting System (PPBS) has been applied as a technique of finance management to improve the management of the state budget through a balanced budget.

This principle of balanced budget gives positive results in reducing the inflation rate. It was introduced by the New Government in 1966.

The PPBS system is oriented towards the accomplishment of objectives through fixed implementation programs. The formulation of budgets is preceded by a decision of what the objectives are

to be achieved. Then the programs are decided. These programs are translated into concrete activities. In essence the PPBS system that is applied in the State Income and Expenditure Budget focussed on the effectivity and efficiency of the use of funds. Therefore, it supports the strategy policy of the Government. In coping with finance problems, the following have been done:

1. The full-time teachers are still allowed to teach beyond their maximum load. This is due to the shortage of teachers as a consequence of the nomination of teachers that is done in stages.

2. Subsidies or assistance are given incidentally to organizations dealing with culture, sports, youth and scouts, as recognition of their work and to help defray cost of their activities that are related to in as well as out-of-school education. These activities are expected to improve mental and physical health, attitude, behavior, work, intelligence and skills. Subsidies or assistance are also given for other activities supporting education.

3. Subsidies or assistance are also given to private schools as proposed by the Regional Office of Education and Culture. These schools and the amount of subsidy must be mentioned in the recurrent budget. This is in line with government regulation no. 32 of 1958 on Assistance to Private Schools.

4. Funds for maintenance of equipment is provided in the State Income and Expenditure Budget. This is to help keep the equipment durable so that there will not be any need for immediate replacement.

   To make a maintenance budget, data dan information on inventory of equipment are needed from time to time. Therefore, all equipment and other physical means that are purchased from the development budget and other sources should be incorporated in the inventory list taken care off by the recurrent Budget,

F. Management of Equipment

1. Introduction

There is definite need for effective and efficient management of educational and cultural equipment, considering the limited availability of them. Administration and management of equipment should merge into one total system with the following sub-systems: planning of needs, provision, distribution, storage, maintenance, inventory, deduction, supervision and accounting.

When activities of those sub-systems are separated from one another, they will result in chaotic management of equipment in terms of authority, responsibility, coordination, implementation and supervision. An activity in one sub-system will always generate other activities in other sub-systems. They may be manpower, money or procedures to follow. Therefore, all those activities should be united and directed towards one goal. They cannot be carried out separately from one another.

Failure of one activity will hamper other activities.

2. Planning of Needs of Equipment

To have the right equipment, a good and detailed provision plan is required. This is to prevent the purchase of equipment that are not relevant with the needs.

The needs of each work unit should be considered, having in mind the efficient use, level of priority and the funds available. Data and information of inventory of material are crucial, and badly needed.

The process of the provision of equipment covers the following:

a. The determination of the targets of activities of each unit and sub-unit that require equipment.

b. Planning should be preceeded by a series of actions that are relevant, i.e. activities of estimates of status quo

and reviews of research, data collection and processing, and comparisons of data or facts or general views.

c. A plan of needs of equipment is composed and adapted to the tasks and functions of each unit and sub-units requiring equipment. After analyzing it, a list of equipment is made bearing in mind the present equipment that can still be used.

d. The composition of a program by making a priority list of the provision of equipment and the necessary stages of purchase due to the estimated funds available.

e. The composition of procedures or guides for implementation. They are written statements of authorized functionaries regarding methods and priorities of implementation.

3. Provisions and Supplies

The implementation of provisions of equipment and supplies for work units of the Ministry of Education and Culture, follows uniformed guidelines and procedures:

a. Formation of a tender committee
b. Finalization of needs
c. Notification and advertising of tender bids
d. Pre-qualification of bidders
e. Convening prospective bidders
f. Explanation of bidding and purchasing procedures
g. Acceptance of bids
h. Evaluation of bids
i. Determination of best evaluated bidder
j. Administrative Follow up

The bidding can be restricted in nature or open for the public. The communittee can also assign a particular company to carry out the work. All this is regulated in a Decision of the President of the Republic of Indonesia and its implementation regulation, following the law on the State Income and Expenditure Budget which is renewed annually.

In the framework of improving procedures of provision of equipment to achieve effective and efficient management, the Minister of Education and Culture issued Instruction no. 2/M/1976 on January 20, 1976 on implementation of tender bids within the Ministry of Education and Culture.

V. NATIONAL CULTURE

A. Foundation of Guidance and Development

1. Preamble of the 1945 Constitution.
2. Article 32 of the 1945 Constitution states that: The Government approves the Indonesian national culture, and article 36 states that: The language of the State is the Bahasa Indonesia.
3. The Decree of MPR (the People's Assembly), No.IV/MPR/1973 (GBHN = Broad Outlines of the State's Policy) that among others stipulates the main policies in the field of development of the national culture as follows:

   a. To escalate efforts in the guidance and development of the national culture to strengthen the identity of the people, the national pride, and the national unity, including the recovery and nurture of regional cultures as important elements that enrich and pattern the national culture.

   b. To guide and maintain traditions and historical heritage with patriotic and pride values, and national usefulness, to be passed on to the young generation.

   c. The guidance of the national culture must conform with the norms of Pancasila. Apart from the idea to prevent the emergence of feudalistic socio-cultural values, it is also meant to cope with the influence of negative foreign culture. It is also meant to provide the society with a capability to absorb positive alien values that are really needed for reform in the development process, as long as they are not in conflict with the national identity.

In short it can be said that the guidance and development of the national culture are based on the values of Pancasila, on the concept of a united archipelago state, and are harmoniously integrating the historical heritage, the regional cultures, and positive foreign cultural elements. They are also developing the national culture that in turn is strengthening the national language.

B. The Course of Cultural Guidance and Development

The course of cultural build-up is based on the development of the national culture that strengthens the national identity, the national pride and national unity. It is specified in the development of the following aspects:

1. The development of an ideal aspect supporting the national objective and the elimination of aspects hampering the achievement of the national objective. In this respect the emergence of feudalistic socio-cultural values should be prevented and the negative influence of foreign cultural elements should be coped with. The society should be provided with a capability to absorb positive alien values that are needed for reform in the development process, as long as they are not in conflict with the national identity.

2. The development of a social structure that accomodates activities supporting the national objective and to eradicate the social structure that hampers the achievement of the national objectives. The development of the national language and the guidance of the family and the society form the main problems.

3. The development and the maintenance of physical aspects of culture. The development of national arts need continuance and it is constantly enriched with new creations by the present young generation and by the generations to come. Therefore, education in several branches of arts needs developing and guidance. Traditions and historical heritage with patriotic and pride values, and national usefulness are also guided and maintained to be passed on to the young generation.

The development of the aspects mentioned earlier is meant to achieve the following points

1. The national development is to create a good living environment and atmosphere to increase the appreciation of culture.

2. The recovery of regional cultures as important elements that enrich and pattern the Indonesian national culture. They are meant to strengthen the national identity and the national pride.
3. The maintenance and protection of Indonesian cultural products and efforts.
4. The nurture and development of cultural creativity and activities of the Indonesian people, and the increase of cultural appreciation.
5. The provision of means and facilities needed.
6. The maintenance of cultural cooperation with other nations.

C. Activities

To achieve what is previously mentioned, a series of efforts in guidance and development are being, and will be, carried out in the following fields:

1. Language

With regard the national language:

a. The "Improved Spelling' was made official by the President of the Republic of Indonesia on August 16, 1972 by way of Presidential Decree no. 57 of 1972.
b. Steps are being taken to review terminologies, starting with a symposium held in early December 1972.
c. A workshop on the spelling of Regional Languages was held.
d. The manual of the "Improved Spelling" was further improved, and the new spelling was applied to the regional languages.

Concrete efforts taken in the framework of language, literature, book and scientific journal development are among others:

a. The compilation of manuals and resource books on language. It includes the codification of grammer and terminologies, the compilation of several dictionaries, and the mapping and recording of regional languages.

b. The provision of incentives and support for development of expertise in language and literature.

c. The protection of valuable books and manuscripts.

d. The translation of regional and world pieces of literature into Indonesian to provide a wider view of awareness of international society.

e. The development of books and scientific journals to encourage reading interest and habits in the society at large.

f. The conduct of research and development of the Indonesian and regional languages and literature covering 28 aspects, and the development of cultural media.

g. The further preparation of the National Arts Building.

h. The writing of biographies of national heroes.

i. The development of a national library system.

j. The provision of books for children and adolescents.

k. The encouragement of writing quality books and the publication of general and specific journals.

2. Arts

The basic program of development of art is determined as follows.

a. Development program of appreciation of arts.
Activities related to this cover:
(1) The inventory of the aspiration of arts.
(2) The establishment of a presentation method, and visual demonstration in the framework of a system for developing art aspirations.
(3) The writing of scripts and the provisions of audio-visual equipment as a means of developing aspirations.
(4) The dissemination of aspiration.

b. Planning program of regulating and guidance of the curriculum of the teaching of arts in schools.

Activities related to this cover:

(1) The regulation of the curriculum of teaching arts in schools.

(2) The regulation of the methods of teaching arts in schools.

(3) The evaluation of the implementation process and results of the teaching of arts in schools.

(4) The standardization of methods of teaching arts and art equipment in schools.

(5) The formulation of technical requirements for educational personnel and means.

c. Development program of skills and creativity. The activities cover the development of skills in:

(1) fine arts

(2) music

(3) playing music instruments

(4) dancing

(5) performing the shadow play

(6) literature

(7) drama

(8) film

d. Guidance program of art activities. The activities cover:

(1) The inventory of activities related to the kind and nature of the development of arts.

(2) The provision of guidance directed towards commercial efforts in arts, organization, courses and other means of art activities.

(3) The issuance of permits and the provision of aid for commercial efforts in arts, organizations, courses and other means of art activities.

(4) The provision of guidance for art performances and exhibitions, and arts exchanges. The latter covers both the implementation and the regulation.

(5) The encouragement of people's or traditional art life.

(6) The efforts in establishing arts development centers on an equal geographical distribution.

e. Guidance program of personnel of art development
Activities related to this are:

(1) Guidance and counselling of personnel of art development meant to improve their abilities and skills.

(2) The utilization of personnel of art development in the framework of utilization of all available personnel as to achieve a stable art life that is distributed evenly.

(3) The decision of a set of requirements and the in-service training of personnel of art developers as to keep them abreast with progress and development.

(4) Guidance and counselling of artist organizations directed toward improvement of quality and quantity.

f. Guidance program of a corps of art developers. Activities related to this are:

(1) Guidance of all graduates/alumni of art education institutions and all technical personnel/art inspectors who are widely spread in the regions throughout Indonesia.

(2) Utilization of the expertise of these graduates/alumni and all people involved in art development in the context of assisting the Government in the maintenance of cultural heritage and the continuation of art development through efforts in education or art development.

(3) Efforts in establishing an association of all manpower involved in art development with the motto "Eka Sangka Paksa Sakti", under the supervision of the Directorate of Art Development.

g. Development program of the society. Activities related to this are:

(1) The conduct of contests, shows and exhibitions of good quality as results of art development in the society.

(2) Efforts of conducting quality shows by art units as demonstrations of increased appreciation of the society.

(3) Efforts in cooperation of artists in the framework of guidance and development of arts.

h. Development program of Pancasila norms in Indonesian arts versus negative influence. The activities here are:

(1) The conduct of research activities and research for activities in arts/entertainment in the framework of foreign relations.

(2) The decision of criteria for research and evaluation of art activities/entertainment related to foreign relations.

(3) The stabilization of coordination of the government apparatus having authority to safeguard the implementation of art activities/entertainment that are both preventive or repressive in nature.

(4) The guidance and directives given to art potentials in the framework of implanting understanding and awareness of national defence.

The target activities of art guidance are dances, dramas, fine arts and music. Activities already implemented are:

a. The search for art elements covering inventory/documentation (photographs, slides, films and recordings), survey, data collection, and collection of manuscripts for publication.

b. The guidance and improvement of quality covering: workshops, study tours, art weeks/performances/exhibitions/contests and lectures/discussions.

c. In-service training for art guidance personnel throughout Indonesia and officials of the Arts Divisions in West and Central Java in the framework of administering art questionnaires.

Program of education and development of arts:

a. The creation of an accreditization system to encourage new creations in several forms of arts, the dissemination of artists/art ambassadors to the regions/abroad in the framework of art development.

b. The establishment of a National Arts Center to accommodate and preserve quality results of arts and their prevention to be taken out of the country. This Center may simultaneously serve as a place to accommodate available creations, traditional or modern, and a center of study for artists and culturists.

c. The effort to establish Regional Arts Centers in the framework of increasing cultural aspiration and regional art development. The Centers may serve as places/forums of guidance and development of culture, creativity, and innovation of the society.

d. The development of art educational means.

ARTS STATISTICS OF INDONESIA

BY PROVINCE

1975/1976

Province	Total of Districts/ Municipalities	Total of Art Organizations	Total of Kinds of Arts	Total of Artists	From Districts/ Municipalities	Total of Posters
Special Territory of Aceh	8	9	9	-	1	-
North Sumatra	17	159	7	46	1	-
West Sumatra	14	-	-	-	-	-
South Sumatra	7	-	-	-	-	-
Jambi	6	-	-	-	-	-
Lampung	4	48	12	4	1	--
Riau	5	316	8	23	1	-
Bengkulu	4	302	26	54	4	-
Special Capital Territory of Jakarta	5	437	35	7	1	71
West Jawa	24	14,976	7	214	23	-
Central Jawa	35	6,209	55	2,709	6	-
East Jawa	38	-	-	-	-	-
Special Territory of Yogyakarta	-	-	-	-	-	-
West Kalimantan	7	-	-	-	-	-
Central Kalimantan	6	-	-	-	-	-
East Kalimantan	6	-	-	-	-	-
South Kalimantan	10	-	-	-	-	-
West Nusa Tenggara	6	-	-	-	-	-
East Nusa Tenggara	12	-	-	-	-	-
Bali	8	-	-	-	-	-
South East Sulawesi	4	55	12	4	4	-
North Sulawesi	6	-	-	-	-	-
South Sulawesi	23	-	-	-	-	-
Central Sulawesi	4	254	18	30	1	-
Maluku	4	-	-	-	-	-
Irian Jaya	4	2	2	-	1	-
Grand Total	272	22,767	191	3,091	44	71

: Blanks indicate that complete reports have not been submitted yet.

3. History and Archeology

To cope with problems in these fields, the following activities have been carried out with the following results:

a. The compilation of inventory lists of historical and archeological heritage throughout Indonesia.

b. The maintenance of historical and archeological heritage throughout Indonesia covering 1,000 buildings.

c. The protection/security measures taken of historical and archeological objects with their environments.

(1) The security steps taken in cooperation with the police, customs and others with regard to cultural reservations to prevent unauthorized excavations, smuggling, and restoration of monuments without permit.

(2) The placement of signboards in places where historical and archeological remains are found.

(3) The compilation and dissemination of regulations related to the protection of national cultural reservations.

(4) The establishment of an inter-ministerial coordination team dealing with the protection of cultural reservations.

(5) The return of historical and archeological artifacts from abroad.

(6) The establishment of storage places for archeological artifacts that hopefully will be finished in 1977. These halls are located in Dieng, Sangiran-Central Java, Bogem-Prambanan, Trowulan-East Java, Gianyar-Bali, Benteng-Ujung Pandang and Gunongan-Banda Aceh.

(7) The accomodation and collection of artifacts for cultural reservations (historical and archeological remains). These include the payment of compensation, rewards for discoveries and purchases.

d. Development of historical and archeological artifacts/ remains

(1) Data collection/feasibility studies for the construction or restoration of archeological parks. By the first quarter of 1977 the following should have been finished:

(a) The ancient city of Banten (West Jawa)
(b) The cave of Sunyaragi (Cirebon)
(c) The grave of Queen Kalinyamat Mantingan (Jepara)
(d) Dieng (Central Jawa)
(e) Gedong Songo (Central Jawa)
(f) Matesih (Solo - Central Jawa)
(g) Loro Jonggrang (Yogyakarta)
(h) Sewu (Central Jawa)
(i) Plaosan (East Jawa)
(j) Queen Boko (Central Jawa)
(k) The temple of Tikus (Trowulan- East Jawa)
(l) Madura
(m) Masaspati (East Jawa)
(n) Taman Ayun (Bali)
(o) Fort Duurstede (Maluku)
(p) Minak Jinggo (Trowulan - East Jawa)
(q) The grave of Tello (South Sulawesi)
(r) The Pre-historic graves in Maros (South Sulawesi)
(s) Jera Lopee (Sopeng)
(t) Punggung Raharjo (Lampung)
(u) Fort Malborough (Bengkulu)
(v) Padang Lawas (North Sumatra)
(w) The temple of Agung (South Kalimantan)
(x) Waruga Sawangan (North Sulawesi)
(y) Muara Takus (Riau)
(z) Paya Kumbuh (West Sumatra)
(aa) Batu Sangkar (West Sumatra)

(2) The construction of historical archeological parks in: Pasir Angin, Leuwiliang, Bogor and a pre-historic archeological park in Ciparai Kuningan.

e. Restoration of Historical and Archeological Remains

(1) The restoration of storage buildings for ancient artifacts of the Palace of Kanoman, Cirebon, It is finished now and transferred to the owner for utilization.

(2) The restoration of storage buildings for ancient artifacts of the Palace of Kasepuhan, Cirebon.

(3) The restoration of the temple of Borobudur (A National and International Project). It is carried out by BPC (Office of the Restoration of Temples) and the Borobudur Restoration Project.

(4) The restoration of the temple of Cangkuang in Leles, Garut, West Jawa. It was officially declared finished on December 8, 1976.

(5) The restoration of the temple of Sambisari in Kalasan, Yogyakarta.

(6) The restoration of the temple of Banyuniba in the Special Territory of Yogyakarta.

(7) The restoration of the Segaran Pool in what was then the city of Majapahit in Trowulan, East Jawa.

(8) The restoration of the temple of Jawi in Prigen, East Jawa.

(9) The restoration of the Moslem cemetery in Gresik, East Jawa.

(10) The restoration of the cave of Gajah in Bedulu, Gianyar, Bali.

(11) The restoration of the Moslem cemetery in Watam Lomuru, South Sulawesi.

(12) The restoration/rehabilitation of Gunongan Park in Banda Aceh.

(13) The restoration of the temples in Muara Jambi.

Apart from all that the restoration of palaces/mansions, places of worship and traditional houses have been done since 1974/1975. They are among others:

(1) The Maimun Palace of the Sultan of Deli, including its several furniture

(2) The Grand Mosque of the Sultanate of Deli, North Sumatra

(3) The palace of the Sultan of Yogyakarta

(4) The palace of Prince Paku Alam, Yogyakarta

(5) The palace of Prince Mangkunegoro, Solo

(6) The Traditional House Punda Kandung in Bukit Tinggi

(7) The palace of Sultan Kasepuhan, Cirebon

(8) The palace of Sultan Kanoman, Cirebon

(9) The Grand Mosque in Kasepuhan

f. In-Service Training of Personnel of Archeology

(1) Five day in-service training for Heads of Divisions of Museums, History and Archeology, and Heads of Reservations of History and Archeology, both covering all of Indonesia, and for officials of the Center of Research of Archeology and National Remains of the Directorate of History and Archeology.

(2) Five day seminar on archeology for archeologists and other experts whose fields are very much related to archeology.

(3) Thirty day . in-service training on preservation/ conservation, restoration, excavation, mapping, discussion and other aspects related to archeology, for technical officials of history and archeology throughout Indonesia (covering theory and practice) in Borobudur, around Prambanan, and Pandaan, East Jawa.

These officials cover Heads of Divisions and Sub-Divisions of Museums, History and Archeology of the Regional Office of Education and Culture throughout Indonesia, Heads of Reservations of History and Archeology, and officials of the Center of History and Archeology of the Directorate of Museums.

g. Transport and Equipment

The provision of vehicles, as important means, and equipment for technical implementation has been done in stages to overcome the problem of transport and equipment.

4. Museums

With regard to museums the following activities have been done:

a. The rehabilitation and reopening of the East Jawa Museum in Surabaya, and the preparation for rehabilitating museums in Medan, Ujung Pandang and Pontianak.

b. The continuation of the rehabilitation of the National Museum and the one in Bali.

c. The increase of museums with the opening of the Batik Museum in Pekalongan, the School Museum in Slawi, Tegal, display rooms in every district and all capitals of provinces to accommodate activities of students of primary schools up to senior high schools.

d. The establishment of a project on the conservation of bronze objects, and on training of museum affairs.

e. The conduct of a seminar on architecture and on display techniques of museums.

f. The conduct of a seminar on the management and utilization of museums. Four themes were discussed:

(a) Functionalization of Museums
(b) Problems of Museums in Indonesia
(c) Means and Facilities of Museums
(d) Management of Museums

g. Improvement of Quality of Museums

In 1945 there were 26 museums, in 1962 39 museums and by the end of 1975 there were 84.

Other Fields

1. The conduct of surveys and the collection of material for the writing of a standard book on the national history of Indonesia.

2. The processing, writing and publishing of the results of researches on the history, anthropology and geography of the provinces of South Sumatra, Bengkulu and Lampung.

3. The writing up of the results of research on the biography of 20 important persons in culture.

4. The writing and publishing of 27 books on folklore.

VI. THE GUIDANCE OF THE YOUNG GENERATION

A. Introduction

It is understood that nation building is a process that lasts from one generation to the next one. The Broad Outlines of the State Policy has stipulated that the guidance of the young generation is directed towards making them a better generation, with a greater feeling of responsibility and with greater capabilities to contribute for the freedom of the people. To achieve these objectives, efforts in development should also aim at preparing the young generation for continuing becoming the leaders of the nation, especially the leaders of development.

Preparing citizens for development, the young generation (especially those who are not attending school, drop outs or unemployed) needs serious guidance to make them productive manpower with a high degree of awareness and full responsibility, and to make them play an active role in development.

In this framework activities should be carried out that are based on the following points:

1. The formulation of a stable basic concept that constitutes a blending of interest, needs and abilities of the young generation.
2. The involvement of scientific institutions, both state and private, in solving problems of management and guidance of the young generation.
3. The implementations of activities that are relevant to the present pressing needs of the young generation, and also relevant to reform and development programs.
4. The natural treatment of the young generation not only as objects but also as subjects of guidance.

B. Guidance Policy of the Young Generation

The Government has formulated in principle the main policies of the guidance of the young generation. They form the source of all activities related to efforts of guidance of the young generation.

Those policies have in broad terms generated the following:

1. The guidance of the young generation through out-of-school education needs special attention in aspects related to increasing educational opportunities.
2. The guidance of the young generation is a national responsibility. Therefore it should be integrated with other national and regional development efforts, be it political economic, cultural or national defence.
3. The need for research is felt in dealing with problems of the young generation. This is to find out the essential needs of the youth, their attitude, interests and aspirations.
4. The previously mentioned activities should be institutionalized and well-managed to secure continuity, unified objectives and maximum results.

The general objective to be achieved in the framework of guidance of the young generation is found in the Broad Outlines of the State Policy, formulated as follows: "To guide the young generation, as bearers of the future, to enable them to become a better generation with a greater feeling of responsibility and with greater capabilities to contribute for the freedom of the nation".

This general objective is broken down as follows:

1. To increase the quality of youth organizations to better accomodate all creative activities in the context of participation in all aspects of development.

2. To guide and channel youth activities along the directions and objectives of nation building.
3. To develop a system and method of guidance of the young generation to meet pressing needs.
4. To guide and develop institutions dealing with the guidance of the young generation to better accomodate youth activities or other efforts in guidance of the young generation in general.

C. Work Program

The work program of the guidance of the young generation covers the following points:

1. Guidance program for counsellors of the young generation, including the guidance of parents, teachers and leaders of youth groups of various strata in the society, and the guidance of institutions dealing with the young generation.
2. Research program that is meant to understand the problems of the young generation covering:
   a. research on the problem faced by the young generation, among others the gap between elderly people and youngsters, on efforts to increase work opportunities, and on ways to solve delinquency.
   b. research on the ideals/aspirations, attitudes, interests and pressing needs of the young generation in their relations to present development of socio-culture, economy and politics.
3. Guidance program of the young generation that stipulates the aspects of guidance and kinds of activities for implementation.

The implementation of the work program is done through categorizing programs into 3 kinds, short, medium and long term programs. It is also based on priorities, such as: those who do not get the opportunity to go to school, who dropped out, and who finished school but unemployed.

D. Guidance Method

The previous expositions describe the policy and the work program of the guidance of the young generation. It would not be complete, if the present methods and techniques of guidance outlined by the Government are not discussed.

The guidance of the young generation should form a complete effort patterned on the "Among System". This system allows a student to develop actively according to his own personality to become a free man, both spiritually and physically, to devote consistently to the meaning of the existence of man as the only creation of God with intentions, society belonging, character and identity.

To carry out such an educational system, it is necessary to increase the understanding of the educator or the teacher on the "among" attitude and behavior as formulated in the motto:

Tut Wuri Handayani, Ing Madya Mangun Karso, Ing Ngarso Sung Tulada*.

As it is generally understood, education should be interpreted as a cultural effort that last forever, be it formal or non-formal education as found in the family, educational institutions, and in the society.

This means that the "among" attitude and behavior are not only meant for those involved in education, but also for the society, national and community leaders, and parents, everyone of which is responsible for the future of the nation and people in general.

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* This principle is directed towards educators and teachers to serve as guidelines in their work. If they happen to be at the "back", their function is to support the initiative of the student, if they are in the "middle" or among the students, they are expected to inspire the students with plans or ideas, and if they are in the forefront, they should give good examples.

Discussions on guidance problems should be understood that they are carried out as conscious efforts, something that is planned and directed towards the increase of knowledge and skills, and change of attitude of the learner. These efforts may take the form of directives, guidance, development, stimulation and supervision to achieve the objectives. Therefore, the following principles should be considered.

1. The success of guidance depends greatly upon the motivation of the learner: the realization of what to study and why it should be studied.
2. The success of a training is measured by the ability of the learner to apply what is gained during the training into everyday life.
3. Maximum results of training can only be achieved when students are able to accomplish through their own experience.
4. The success of guidance is based on the fusion of the following: interests, needs and abilities of the young generation within the social conditions and needs as generated by the Pancasila philosophy.
5. The guidance of the young generation should be a continuous one, and oriented on the past, present and future.
6. A reconciliation approach should be employed to bridge possible gaps and to solve value conflicts.
7. A socialization approach should be adopted to meet a situation where there is shortage of almost everything.
8. The success of guidance requires an integration of various aspects of guidance and also of both sides that are involved.
9. A case study should be carried out to solve problems that are intertwined.

E. Some Accomplished Activities

Realizing the important function of out-of-school education and the guidance of the young generation, the Ministry of Education and Culture has developed and carried out several programs

on out-of-school education that are intertwined with efforts in guidance of the young generation since the first Five Year Development Plan. These programs are carried out by intensifying activities of institutions dealing with the young generation, such as the Gelanggang Remaja (Youth Centers), Wisma Remaja (Youth Mansions), the Sanggar Bhakti Pramuka (Scouts Centers) and the Skills Training Center.

Those institutions or centers are being developed and several others are being established in cities throughout Indonesia.

To stabilize a better coordinated, integrated, and more relevant, pattern of guidance and development, a series of workshops and seminars were held, having in mind the fact that the guidance of the young generation in general is a cooperative and complementary effort of various ministries and non-ministerial institutions, and social organizations including those administered and meant for the youth. Among the young generation itself, organizations are developed to serve as forums to carry out productive dialogues among the youth or between the Government and the young generation. In this context the KNPI (National Committee of the Indonesian Youth) was established in Jakarta and in the regions in 1974. They have been guided and developed ever since.

In the meantime there is provision in the development budget for youngsters to acquire various productive skills. In this framework skills training have been held in the regions for those falling under the 15 - 24 age bracket who wish to open up work opportunities for themselves in the field of repairshops, welding, carpentry, poultry, motorbike repair, radio mechanics, photography, masonry, etc. Not less than 6,200 persons attended such skills training centers. In the regions these centers are coordinated by the Division of the Guidance of the Young Generation within the Regional Office of Education and Culture.

The previously mentioned efforts of the guidance of the young generation do not stand alone, but are carried out in relation to various efforts in other fields that have also to do with meeting the basic needs of the young generation in the fields of health, food and nutrition, in and out-of-school education, social welfare, increase of work opportunities and religion.

F. The Guidance of University Students As a Partial Program of the Guidance of the Young Generation

It will not be complete when discussing the guidance program of the young generation do not include problems of university students. The guidance of university students is an important national aspect and is part of the guidance of the young generation in Indonesia. It has its own specific characteristics.

The growth and development of the young generation in general and that of university students in particular, are related to the future of the nation and the state, especially in the preparation of persons with a Pancasila philosophy, good citizens, with a greater sense of responsibility and able to contribute and dedicate for the independence of the nation. Therefore, the guidance of university students indispensibly needs a basic concept that is firm but flexible in nature, the formulation of which is a fusion of interests, needs and abilities of university students within the present social conditions and needs, and inspired by the Pancasila philosophy.

The guidance of university students should adopt an approach that leads towards national welfare and national security, and focussed on national development in the framework of increase of national resilience in all aspects.

Considering the limited funds and facilities, the diverse social conditions and situations of the regions, and the different needs and problems faced, a priority scale of guidance programs of university students, be they national or regional, is necessary. This applies also for programs of universities and institutes.

Considering also that guidance of university students has its own pattern and program that are somewhat broad and fundamental, there is need to further elaborate on these 2 aspects.

1. Guidance Pattern of University Students

a. Foundation, Objective, Strategy and Target

Guidance of university students is one of many development efforts in education. It is based on the state philosophy, Pancasila.

Conform with the objective of education and the role of higher education (Tri Dharma*) in the development efforts, the basic policy of development of higher education also incorporates the objective of guidance of university students: "Guidance of university students is directed towards the growth of the Indonesian man with character and responsibility". This applies also to university students/graduates overseas. In this context the development of campus life in its broad sense is guided along the principles of Tri Dharma which allows a situation that is in harmony with the academic role in the development of science and culture.

The guidance strategy is aimed at making the young generation mature. Life in the future is one that is more rational with better achievement opportunities.

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* Tri Dharma, meaning Three Dedications, is the working principle of higher education: (a) research, (b) seeking truth and (c) devotion to society.

This requires a serious thought and adequate facilities.

Based on the said foundation and objective, guidance of university students that is integrated into a unified higher education system, covers the following targets:

(1) Scientific Attitude: University students are guided in study activities aimed at mastering knowledge in the framework of building a scientific man or human resources development.

(2) Specialization Attitude: University students are guided in training in specialized fields, conform with their faculties or departments, and talents and abilities, as a professional preparation for their becoming a pool of manpower, for the development of the state and private enterprises, and for creating self-employment.

(3) Leadership: University students are guided in organization activities as part of their training in cooperation, leadership and responsibility in the framework of cadre formation of prospective leaders. They will become the generation to continue the ideals and efforts of the people, the bearers of responsibility of the future of the Indonesian State.

(4) Dedication: University students are guided into practical work to apply their knowledge and skills.

b. Material for University Guidance

The choice of material for university guidance should take the personality of man as a whole into consideration and also the building of character, unity of the people, and their relevance to the objectives and targets of guidance. It covers:

(1) Guidance of university students as creations of God, i.e. guidance in a religious society, and believe in the Supreme God.

(2) Guidance of university students as individuals covering:

(a) physical guidance, interests, talents, welfare, knowledge and skills.

(b) personality guidance.

(3) Guidance of university students as socio-cultural beings. The material covers the following aspects: sociology, culture, economics, ideology, the 1945 spirit and national resilience, leadership of university student bodies and ad hoc cases.

c. Priority Scales in Programs of Guidance of University Students

Considering the limited funds and facilities, the diverse social conditions and situations of the regions, a priority scale is necessary for national and regional programs, and those of universities/institutes. This scale can further be broken down into long, medium and short term programs, based on priority targets to be accomplished.

(1) Priority Targets, Short Term Program

(a) Overcoming problems that hamper the learning process, and meeting the pressing needs of university students.

(b) Formulating a work program, number of manpower and efficient administration.

(c) Generating awareness in national resilience among university students.

(2) Priority Targets, Medium Term Program

(a) Developing the awareness in national resilience among university students.

(b) Preparing cadres of leaders who will continue the development in Indonesia in various fields.

(3) Priority Targets, Long Term Program

(a) Involving universities in the development process.

(b) Systematically guiding talented university students to take an active role in development.

d. Principles of the Guidance Method

To gain maximum results of guiding university students, the following principles should be considered:

(1) The success of guidance is very much determined by the motivation of university students, i.e. to know what to study.

(2) The success of training is determined by how much university students can apply the results of training into everyday life, making them useful habits.

(3) The training mentioned in (2) is a very good opportunity for university students to learn from experience.

(4) The success of guidance is determined by the psychological readiness of university students to accept opinions, views and influence from their counsellors.

(5) Guidance should be a continued process, considering past experience, the present state and the future.

(6) When gaps and conflicts of values emerge, one of the best ways to solve them is through the reconciliation approach.

2. Program of University Guidance

Steps to be taken in guiding university students are found in the term program of the Directorate of University Students Affairs, the short term program in 1976/1977, the

medium term spread over the second Five Year Development Plan, and the long term spread over 25 years.

Aspects of guidance of university students that become means to accomplish the educational objectives are as follows:

(a) Guidance of Aspects of Study

The kinds of activities that are related to these aspects to urge university students to know and adapt to university life. Therefore, it is expected that they will finish their studies in due time. This program serves as a guide in the learning process and the success of study of the university students through the following:

(1) Study Orientation Week and Student Activities
(2) Guidance and Counselling
(3) Guidance of Study Groups
(4) Seminars and Discussions
(5) Study Tours

(b) Guidance of Aspects of the Morale of Pancasila and Religion

This program is complementary to the lectures on Pancasila and religion, and covers:

(1) Observance and understanding of national holidays
(2) Guidance in religious practice, and tolerance among religious people
(3) Understanding of precious values of the nation.

(c) Guidance of Aspects of Skills

This is to enable university students to share their knowledge and skills, especially their intellectual skills, such as : communication using good and correct language, cooperative organization of activities, drawing charts and maps, construction of learning aids, etc.

(d) Guidance of Aspects of Organization

This program covers the guidance of inter-university students, students councils, students senate, etc.

(e) Guidance of Aspects of University Students Welfare

This is one effort to help students in their studies through programs such as : the provision and supervision of dormitories, health facilities and supervision, the provision and supervision of cafetarias; the establishment of bookshops and bookmarkets, the establishment of student cooperatives, scholarships to help talented students, transport facilities, employment opportunities for university students, communication, correspondence, press and radio facilities, and university students league.

(f) Guidance of Aspects of Sports and Arts

This covers the following programs: the provision and supervision of facilities and infra-structures of sports and arts, the guidance in improving physical health and accomplishment in sports, and the guidance in improving the aspiration of arts.

(g) Guidance of Aspects of Dedication

This is to get university students used to dedication activities, devoting their knowledge and intelligence to the society, people and country, through programs such as: love for their Alma Mater, social work and social aid, social counselling, and voluntary work.

(h) Guidance of Aspects of Development Pioneers and National Resilience

This is to maintain the awareness of, and the responsibility towards, all challenges and danger, be they come from abroad or from within the country itself,

through program such as: the guidance of model students, student services, the guidance of student (para-military) regiment and the national reserves, the guidance of student scouts, the concepts and understanding of national resilience, etc.

(i) Guidance of Aspects of Union and Unity of the Indonesian People

This is carried out through programs such as: coexistence of university students on one side and religious people, tribes and groups on the other, guidance of native versus non-native university students, exchange visits of inter-university and inter-regional students, and cultural/art performances.